

# DOINGWHATWORKS



Audio

FULL DETAILS AND TRANSCRIPT

## Leading Data Meetings

Bracker Elementary School, Arizona • April 2007

**Topic:** Teaching Literacy in English to K-5 English Learners

**Practice:** Screen and Monitor Progress

### Highlights

- Bracker's reading coach describes the composition of her school's reading team and the assessment results they use to determine reading groups
- The reading team decides where to assign staff to assist the classroom teachers with intensive reading groups
- Changes in reading groups are determined at the meetings after the assessment results are in

### About the Site

**Bracker Elementary School (K-5)**  
Nogales, AZ

### Demographics

>95% Hispanic  
>95% Limited English proficient  
73% Free or reduced-price lunch

Just this side of the border with Mexico, Bracker uses a structured English immersion approach with its population of English learners. Highlights of their approach include:

- Reading First program, fully implemented
- Three-tiered model of progress monitoring and intervention: benchmark, strategic, and intensive
- More frequent progress monitoring for students most at risk
- All staff used to provide small-group instruction, with the smallest group sizes for students with the greatest need
- Research-based targeted support programs in reading, for both intervention and acceleration
- Emphasis on student engagement and instructional support

### Full Transcript

What we use mainly is the DIBELS, which is out of the University of Oregon, and we actually use it for all our grades, K-5. You end up with students being designated as “benchmark,” which would be your lowest-risk students, basically at grade level. Then you have a “strategic,” which is your somewhat-of-a-risk, kind of your middle, and then at the lower end would be your “intensives,” which would be your most at-risk students. So, they get a ranking, and that’s how the students are initially identified.

Then we have our first data meeting, and this is where we get together, and let me tell you who is on the team: the principal, the reading coach, we have a reading specialist who is kind of the one who coordinates the intervention team, classroom teachers, and then we have some interventionists, which are what we would call “classified personnel,” and the special ed teacher. We would meet with each grade level, one at a time, K all the way up through five. We get together, go over the data, and that’s basically where we decide who’s going to take which group, how many students, what materials we are going to use. We figure out if we’ll be getting additional help; for instance, in K and one, we have high school helpers that come in and help. Most of the time, it’s the interventionist who take the more at-risk students, but the classroom teachers would do the strategic and benchmark students. There is an exception: we have one classroom teacher who likes taking the intensives. That’s generally how it’s done.

We decide where we’re going to do it, and for the most part, it’s in the classroom. With our second grade this year, because we had so many students, we ended up taking more intensives out into our reading room, but usually at the lower grades it’s done in the classroom.

So, the classroom teacher knows all that’s going on. She knows the materials we’re using, and who’s in the groups and how they’re doing. There is a lot of really good communication.

The big changes to grouping are made at our data meetings after the DIBELS testing is done those three times. But we make changes in between time. For instance, two of our interventionists were using the Phonics For Reading program with two different groups, both in the same room—this is second grade—and they can tell by the testing, with the program and with their own assessment, this student is ready to move on to the other group, which is a higher group. So, it’s very fluid and flexible.